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**ANNUAL PROGRAM IMPROVEMENT  
EVALUATION  
AND  
GRANT MANAGEMENT SYSTEM  
APPLICATION  
GUIDE  
FOR  
*SECONDARY CENTERS***

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**School Year  
2011-2012**

**Under the  
Carl D. Perkins  
Career and Technical Education  
Improvement Act of 2006  
(P.L. 109-270)**

**The submission of the complete Perkins Application in GMS on or before  
August 22, 2011 will have an August 22, 2011 start date.  
*The start date of applications submitted August 23, 2011 or later will be the date  
submitted.***

Bureau of Career Development  
New Hampshire State Department of Education  
21 South Fruit Street, Suite 20  
Concord, New Hampshire 03301

**May 2011**

## **New Hampshire Department of Education Statement of Nondiscrimination**

The New Hampshire Department of Education does not discriminate on the basis of race, color, religion, marital status, national/ethnic origin, age, sex, sexual orientation, or disability in its programs, activities and employment practices. This statement is a reflection of the Department of Education and refers to, but is not limited to, the provisions of the following laws:

- Titles IV, VI, and VII of the Civil Rights Act of 1964 – race, color, national origin
- The Age Discrimination in Employment Act of 1967
- The Age Discrimination Act of 1975
- Title IX of the Education Amendments of 1972 (Title IX) – sex
- Section 504 of the Rehabilitation Act of 1973 (Section 504) – disability
- The Americans with Disabilities Act of 1990 (ADA) - disability
- NH Law against discrimination (RSA 354-A)

The following individual has been designated to handle inquiries regarding the nondiscrimination policies and laws above:

ADA/Title IX Coordinator: Office of the Deputy Commissioner

Section 504 Coordinator: Aprylle Desrosiers

NH Department of Education  
101 Pleasant Street  
Concord , NH 03301-3860  
(603) 271-3743

Inquiries regarding Title VI of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and/or Title II of the Americans with Disabilities Act of 1990 also, or instead, may be directed to:

**U.S. Department of Education**  
Office for Civil Rights  
33 Arch Street, Suite 900  
Boston , MA 02110-1491  
(617) 289-0111  
TTY (877) 521-2172

Additionally, inquiries may also be directed to the:

**NH Commission for Human Rights**  
2 Chenell Drive  
Concord, NH 03301-8501  
(603) 271-2767

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# INTRODUCTION

**\*\* Evaluation of 2010-2011 Grant:** An evaluation of the Required Program Improvement Planning Areas identified in the SY 2010-2011 grant must be included as an attachment to the SY 2010-2011 application, specifically addressing the following areas:

- Targeted Performance Indicators (if applicable)
- Secondary/Postsecondary Linkages
- Academic and Technical Integration
- Career and Academic Counseling
- Professional Development.

**\*\*Annual Accountabilities:** The initiatives to be funded with annual Perkins grants must align with the nine (8) [Planning Areas in Priority Order](#) identified on page 8 that support the State's Five-Year Plan and [Section 135 Perkins Act of 2006](#) including accountabilities on the eight (8) performance indicators. This application will address the fourth year (2011-2012 School Year) of the five-year planning period. The initiatives to be funded during the fourth year will be approved if they advance the State's Five-Year Plan.

All the initiatives should be included in your approved local five-year plan. If they are not included in the approved local five-year plan, an amendment to that plan must be approved prior to the inclusion of new initiatives in this annual application. Initiatives must be performance based, including statutory accountabilities.

Staff from the New Hampshire Department of Education, Career Development Bureau, will be available to assist in developing the annual application.

**\*\*Annual Application:** This Guide provides the information needed to complete the application through the Grants Management System (GMS) for one year of Perkins funding for secondary career and technical education *program improvement*. Applicants must provide information on program improvement initiatives and the allocation of funds to support those initiatives. The submission of the complete Perkins Application in GMS on or before August 22, 2011 will have an August 22, 2011 start date. *The start date of applications submitted August 23, 2011 or later will be the date submitted*

***The funding source for this application will be 100% Federal funds from the Carl D. Perkins Career and Technical Education Act of 2006. Neither the state nor the Department of Education shall be liable for the funding of this application except from such funds.***

# EVALUATION OF THE 2010-2011 GRANT APPLICATION INSTRUCTIONS

In one of his most recent presentations to the State Directors of Career and Technical Education, Secretary of Education Arne Duncan has challenged the career and technical community to upgrade its programs so that they are as “rigorous as college prep” and “prepare student for all the same possibilities as college prep.” He also highlighted the concerns about the K-12 system tracking students rather than providing them with the skills necessary to succeed and providing the guidance students need to allow them to make informed decisions about their futures. As funding from all sources becomes tighter there will be a need to make more effective use of the available funds.

As part of the Perkins funding application process for SY 2011-2012 you are being asked to evaluate the success in meeting the goals of the required planning areas of your 2010-2011 application: addressing Targeted Performance Indicators (if applicable), Secondary/Postsecondary Linkages, Academic and Technical Integration, Career and Academic Counseling, and Professional Development.

Data collected from a variety of sources can help you and your teachers make well informed decisions about the strengths and weaknesses of your programs and courses. Performance Indicator Data is just one source of information of whether the work you are doing is successful. Data can and should be gathered from a variety of sources including enrollments, expenditures per student, serving all students in the region, work based learning opportunities, realistic student/teacher ratios, quality professional development, identified articulations and dual credit options for courses and programs, retention data, attendance data, etc.

**Directions:** Complete the [matrix](#) found in the Forms. This document must be an attachment to your GMS Perkins application.

Planning Area <i>Identify the Planning Area to be addressed</i>	1*, 2**, or 3*** <i>Evaluate the level of success</i>	Data and information that explains and supports your response. <i>Include all appropriate data and information that explains your response.</i>	How can the Career Development Bureau help? <i>Is there a specific activity or event that would help you with this planning area?</i>

\*1. Successful-The data supports that the work in the planning area has maintained a high level of success or significantly improved the outcomes for students.

\*\*2. Working but not complete-The data supports that there has been improvement but the work needs to continue to bring it to the level of success.

\*\*\*3. Not Working-The data does not support the amount of time and money expended in this area. Need to try a different approach or initiative.

# APPLICATION INSTRUCTIONS

**1. Critical dates in the SY 2011-2012 planning schedule are:**

Task	Date
Release of the FINAL SY 2010-2011 Application for Funding Guide	May 2011
<b>The GMS system will be ready to accept Applications July 1, 2011.</b>	<p><b>The submission of the complete Perkins Application in GMS on or before August 22, 2011 will have an August 22, 2011 start date.</b></p> <p><i>The start date of applications submitted August 23, 2011 or later will be the date submitted.</i></p>
Notification of approval status of SY 2011-2012 Application for Funding	No later than September 2, 2011 if submitted by August 22, 2011
SY 2010-2011 Grant End Date	August 21, 2011
SY 2011-2012 Grant Start Date	August 22, 2011 or date of application submission, whichever is later
SY 2011-2012 Grant End Date	August 21, 2012

**2. Submit complete application through the Grants Management System (GMS).**

The complete application must be submitted directly into GMS. Some aspects will be loaded directly into the GMS system and some will be attachments that supply supporting documentation.

Direct entry into the Grants Management System application:

- a. Cover Page
- b. Annual Initiatives for all Priority Planning Areas including the detailed use of funds

Information submitted as an attachment (the total size of attachments must not exceed 6MB)

Evaluation of the School Year 2010-2011 Perkins Grant.

Nondiscrimination Statement of the Receiving District

Signed Certifications and Assurances Form

Equity Committee Contact Information and Plan for coming school year  
Programs of Study web links  
Application Checklist

### ***Information submitted directly into the GMS***

#### **A. GMS COVER PAGE:** provide required contact information.

The submission of the complete Perkins Application in GMS on or before August 22, 2011 will have an August 22, 2011 start date. *The start date of applications submitted August 23, 2011 or later will be the date submitted.*

#### **B. ANNUAL INITIATIVES FOR ALL PLANNING AREAS LISTED ON PAGE 8 INCLUDING THE DETAILED USE OF FUNDS:**

Present a complete list of all Planning Areas in Priority Order 1-8 as identified on Page 8. Describe each initiative planned in its corresponding Planning Area. **Note: There are three (3) Planning Areas that require initiatives as part of this application: Targeted Performance Indicators (if applicable), Secondary/Postsecondary Linkages, and Rigorous and Challenging Courses.** If there are no initiatives scheduled for a specific Planning Area for the 2011-2012 school year, follow Example 3 on page 11.

#### NOTES:

- *If any planning area does not have at least one initiative identified as part of this plan, list the planning area and indicate that there is no initiative for the coming year.*
- Administration is limited to 5%, including indirect costs.

#### ***GMS Priority to be addressed box:***

- (i) Planning Area Number from page 8 in this document

#### ***GMS Activities box:***

- (ii) Initiative number,
- (iii) Title of the initiative,
- (iv) Performance indicator(s) affected,
- (v) Data: Current Performance Data that supports the need for this initiative. Address items identified in evaluation of the 2010-2011 plan.
- (vi). Describe the initiative including action steps, activities, program and appropriate CIP code(s) affected.
- (vii). Detailed budget notes (specific – including description, quantity, costs of items or services)

#### ***GMS Outcome box:***

- (viii) Rationale: How does this initiative promote program improvement? (including reference to Performance Indicator(s) improvement),

### ***Budget Section***

- (ix). Budget for the initiative

### **PLANNING AREAS IN PRIORITY ORDER**

**THE FOLLOWING PLANNING AREAS WILL BE ADDRESSED AS PART OF THE SY 2011-2012 PERKINS APPLICATION FOR FUNDING. THEY ARE LISTED IN THE ORDER IN WHICH THEY WILL NEED TO BE ADDRESSED.**

1. **Required: If Performance is below 90% of 2011 State Goal for Core Indicators of Performance.** (Perkins IV Section 134 (b)(4), Section 135 (b)(5). This is where you will address the planned initiatives and activities for the coming year that will support meeting the core indicators of performance that did not meet 90% of the state threshold.
2. **Required – Secondary/Postsecondary Linkages** (Perkins IV Section 122 (c)(1)(A)(i)(ii) (iii)(iv), Section 134 (b)(3)(A) and (b)(11), Section 135(b)(2)
  - CPPOS Development and use in middle schools and high school
  - Developing Dual Credit Options
  - Career and Academic Counseling
  - Career Education beginning with middle school CTE programs and guidance
3. **Required: Rigorous and Challenging Courses.** (Perkins IV Section 134 (b)(3)(B)(C)(D) (E), Section 135 (b)(1) and (3).
  - Offering Dual Credit courses
  - Identified Math and English integration, including team teaching for academic credit
  - Academic and Technical Integration, including Math in CTE
  - All Aspects of Industry
4. **Planning, Coordination and Collaboration** (Perkins IV Section 134 (b)(5).

This is where you will identify:

  - TEC-NH Dues
  - Indirect Costs, if taken
  - other items that support planning, coordination and collaboration
5. **Professional Development** (Perkins IV Section 134 (b)(4) and (12), Section 135 (b)(5) and (5)(B)
  - Co-curricular integration of CTSOs
  - Training for middle school guidance counselors and CTE teachers in the use of the CPPOS documents
  - Recruitment and Retention of Faculty, Career Guidance and Academic Counselors
6. **Size, Scope and Quality** (Perkins IV Section 134 (b)(6), Section 135 (b)(8)).
7. **Initiate, Improve, Modernize and Expand Career and Technical Education Programs including Adding Relevant Technology** (Perkins IV Section 135 (b)(4), (6) & (7)
  - Research and Development to prepare for New Program Application
  - Upgrading a program such as Computer Repair to Computer Networking
8. **Special Populations** *including individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for fields that are non-traditional for their gender; single parents, including*

single pregnant women; displaced homemakers; and individuals with limited English proficiency. (Perkins IV Section 3, Section 113, Section 134 (b)(2), (8), (9), and (10), Section 135 (b) (9))

**EXAMPLES :**

The following Initiative(s) will be supported with Title I, Section 131 funds under this Annual Application for Funding (SY 2010-2011), in accordance with the provisions of the Act.

\*\*\*\*\*

**Example 1**

**Priority to be addressed box:**

Planning Area 1: Targeted Performance Indicators

**Activities box:**

Initiative: 1

Title of the Initiative: Improve academic attainment in Mathematics.

Performance Indicator: PI 2

Data: We missed our local goal by 2 percentage points for PI 2

Description of Initiative: During the coming year teachers from the Health Sciences Technology Program will work with their sending school math teachers to identify imbedded math concepts using the Math-in-CTE model. Action steps to be taken will include securing math partners, meeting to identify the concepts and develop lessons for both Health Sciences and Math that support the cross curriculum work.

Budget Notes:

1. Reference Materials from NRCCTE for using the Math-in-CTE Model = \$350
2. Facilitator for work 4 days at \$200/day= \$1000
3. Substitutes for 4 teachers for four days @ \$375 per day = \$1500.

**Outcome box:**

Rationale:

The performance indicator data reveals that students are having difficulty with attaining appropriate math scores. This professional development will highlight the math naturally found in the CTE curriculum and strengthen these math concepts. This initiative is an extension of district-wide activities focused on improving all academic scores reported in annual testing. It is expected that this math awareness will positively affect the performance on Performance Indicator 2.

**Budget Section:**

Budget:

Function Code	Object Code	Perkins
2213-Instructional Staff Training Services	640-Books and Information Services	\$350
2213-Instructional Staff Training Services	320-Professional Educational Services	\$1000
2213-Instructional Staff Training Services	120-Salaries for Temporary	\$1500

	Employees	
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**Example 2**

**Priority to be addressed box:**

Planning Area 5: Professional Development

**Activities box:**

Initiative: 1

Title of the Initiative: Barriers to access and success of Special Populations

Performance Indicator: PI 1, 2

Data: Two of our identified special populations (Special Education and English Language Learners) fell short in meeting the academic performance indicators.

Description of Initiative: Three-day workshop on differentiated instruction to improve support services for the identified special populations. Evidence suggests that students from these special populations are not receiving needed support services. Their likelihood of having success in the academic areas is lower than the rest of the student population.

A three-day workshop will be provided for all guidance counselors, instructors and aides for the Career and Technical programs. Workshop activities will include guided self analysis of issues and response to working with special population students. A consultant will be hired using federal funds to provide the workshop and conduct the pre- and post-survey. Federal funds will be used to purchase the survey instruments and provide for analysis of the results. Costs for other materials, facility rental, food and beverages will be paid from local funds.

**Budget Notes:**

1. Paid Consultant at \$600 per day x three (3) days = \$1,800.
2. Materials include packets copied for participants (30 x \$7.50 = \$225); flip charts (4 x \$25 = \$100); markers, post-its, etc (\$25); overhead transparencies (\$25)
3. AJAX Attitude Survey instruments for pre and post survey: 75 Copies @ \$1.00 each = \$75
4. Administration of Pre- and Post Survey: \$900 and Analysis of results: \$600
5. Food/beverages: two breaks and lunch for 75 people X 3 days = \$2,250 Local funds
6. Rental of facility: Holiday Inn: 3 days @ \$75 per day = \$225 Local Funds

**Outcome box:**

Rationale: Seventy-six percent of students surveyed in our Career and Technical Center indicated that their impression is that instructors treat special education and English language learners ineffectively. This workshop will address the student impressions by raising awareness levels of all instructional staff at the center (teachers and instructional aides.) This will also help identify the necessary supports that will need to be put in place during the coming school year. This initiative is an extension of a district wide activity for all teachers throughout the middle schools and high schools. It is provided to staff in addition to the district funded activity.

**Budget Section:**

Budget:

Function Code	Object Code	Perkins
2213- Instructional Staff Training Services	322-Professional Services for Instructional Purposes	\$1,800
2213- Instructional Staff Training Services	610-General Supplies	\$375
2213- Instructional Staff Training Services	330-Other Professional Services	\$1,575
		\$2950

**Example 3**

**Priority box:**

Planning Area 6: Size Scope and Quality

There are no initiatives planned for the coming year

**Attachments to GMS application**

**A. EVALUATION OF THE 2010-2011 GRANT:** Complete the [matrix form](#) following the directions on page 5.

**B. NONDISCRIMINATION STATEMENT OF RECEIVING DISTRICT:** provide the nondiscrimination statement that is used by the receiving district. Recommended wording for nondiscrimination statement is provided below:

*The [name] School district/RA does not discriminate on the basis of race, color, religion, national/ethnic origin, age, gender, disability, sexual orientation or marital status. This statement is a reflection of the [name] School District/RA and refers to, but is not limited to, the provisions of the following laws:*

*Title VI and VII of the Civil Rights Act of 1964  
The age Discrimination Act of 1967  
Title IX of the Education Amendments Act of 1972  
Section 504 of the Rehabilitation Act of 1973  
The Americans with Disabilities Act of 1975  
NH Law against Discrimination (RSA 354-A)*

*The Title IX Coordinator is: [enter name, address and telephone number]*  
*The Section 504 Coordinator is: [enter name, address and telephone number]*

*Inquiries may also be directed to the:*

- *US Department of Education, Office for Civil Rights, 33 Arch St. Suite 900 Boston MA 02110-1491 (617-289-0111);*
- *Equal Employment Opportunity Commission, JFK Federal Building, Room 475, Government Center, Boston MA 02201 (617-565-3200)*
- *NH Commission for Human Rights, 2 Chennell Drive, Concord, NH 03301 (603-271-2767)*

**C. CERTIFICATIONS AND ASSURANCES FORM:** provide the name of the superintendent or authorized designee. The signature acknowledges that all certifications and assurances are complete and up to date and filed with the Department of Education.

**D. EQUITY COMMITTEE CONTACT INFORMATION AND DETAILED EQUITY PLAN:** provide contact information for the committee and a detailed plan for SY 2011-2012.

**E. PROGRAMS OF STUDY:** Provide the appropriate web link to the Program of Study for each receiving and sending school. If link is not available, attach copies of the Program of Studies to the application. (Maximum combined size of all attachments is 6MB) or submit to the Bureau an electronic version (CD-R or CD-RW) or hard copy.

**F. APPLICATION CHECKLIST:**

This checklist is provided to review the application for completeness. The completed checklist is to be attached to the GMS.

# FORMS AND REFERENCE DOCUMENTS WEB LINKS

## **ANNUAL PROGRAM IMPROVEMENT GRANT APPLICATION FORMS**

[Evaluation of the 2010-2011 Grant](#)  
[Receiving District Nondiscrimination Statement](#)  
[Certifications and Assurances](#)  
[Equity Committee Contact Information and Detailed Equity Plan](#)  
[Receiving and Sending Schools Program of Studies Web Links](#)  
[Checklist for Annual Application](#)

## **REFERENCE DOCUMENTS:**

[Planning areas in Priority Order](#)  
[Perkins IV, Section 135](#)  
[Perkins Definitions](#)